



California English Language Development Test

CELDT Communications Assistance Packet for Districts/Schools

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Guide for Parents of Children with Disabilities

February 2003

prepared by the

Standards and Assessment Division
California Department of Education



Suggested Components for Review of IEP/504 Plans

Before any testing variation is utilized, the following steps should be taken:

1. Review Individualized Education Program (IEP) and 504 Plans

- Note if the California English Language Development Test (CELDT) is specifically addressed
- Determine if the information is current

2. Schedule needed IEP or 504 team meetings and notify appropriate team members

- Hold meetings in time to prepare accommodations planning chart for use by the district to place the order for the CELDT materials

3. State the purpose of the meeting and inform parents of their due process rights

- Consider the following:
 - How the student has performed in the classroom and on previous state tests
 - What general education courses the student is able to participate in without accommodations
 - What general education courses the student is able to participate in with accommodations/modifications, and what a student needs related to their ability

4. Document the student's present level of academic functioning and the percentage of time the student participates in general education on the IEP

- Consider the following:
 - How the student has performed in the classroom and on previous state tests
 - What general education courses the student is able to participate in with accommodations/modifications, and what a student needs related to their disability



5. Determine as a team how the student is able to participate in all sections of the CELDT

- Determine if student will take the exam without accommodations
- Document the decision on the IEP or 504 plan
- Determine if student needs alternate assessment(s) for any section of the CELDT

6. Decide as a team the appropriate accommodations to be used on each of the subsections of the CELDT

- Document accommodations on the IEP/504 plan; specify exactly how they are to be implemented, for what section and why
- Document on the accommodations planning chart (see Step Three)
 - See Title 5 Regulations
 - See individual student accommodation sheet to document for test date
 - Request for accommodations

7. Summarize the student accommodations needed for the site CELDT testing

- Use sample accommodations planning chart
- Design your own chart (option)

8. If necessary, modify the goals/objectives of the IEP/504 plan in relation to the standards

- Consider the following:
 - Instruction given within the special education classroom needs to be standards based
 - This may be integrated into the student's transition plan in the IEP

9. Complete final meeting activities

- Review parent's due process rights
- Obtain consent signature on the IEP
- Give the parent a copy



Special Education Accommodations/Modifications For California Statewide Assessments

| Accommodation/Modification | STAR | | | | | | Physical Fitness |
|--|---------------------|-----------------|--------|--------------|-----|---|------------------|
| | CAT/6 | CST | SABE/2 | CAHSEE | GSE | CELDT | |
| Presentation | | | | | | | |
| Braille | 2 | 2 | 2* | 2 | 2 | 2* | Not applicable |
| Large print | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |
| Use visual magnifying equipment | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Use audio amplification equipment | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Simplify or clarify test directions | 1 | 1 | 1 | 1 | 1 | 2 Reading and writing 3 Listening/speaking | 1 |
| Use sign language to translate directions | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Questions or items read aloud to student/audio presentation | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |
| | Except reading test | Except ELA test | 2 | Math portion | 2 | 2 | |
| Use sign language to translate questions or items to student | 3 | 3 | 3 | 3** | 3 | 3 | Not applicable |
| | Reading test | ELA test | 2 | Math portion | 2 | 2 | |
| Use sign language to translate questions or items to student | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |
| | Except reading test | Except ELA test | 2 | Math portion | 2 | 2 | |
| Student highlights key words in test booklet | 3 | 3 | 3 | 3** | 3 | 3 | Not applicable |
| | Reading test | ELA test | 3 | ELA portion | 3 | 3 | |
| On task reminders/verbal encouragement | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |
| | 1 | 1 | 1 | 1 | 1 | 1 | |

*Contact the California Department of Education to find out when a Braille version will be available.

**See waiver policy for the California High School Exit Exam

Category 1 – Testing condition available to students who regularly use it in the classroom

Category 2 – Accommodation available only to students with documentation in IEP or 504 plan

Category 3 – Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

February 5, 2003



Special Education Accommodations/Modifications For California Statewide Assessments

| Accommodation/Modification | STAR | | | | | | Physical Fitness |
|--|-------|-----|--------|--------|-----|-------|------------------|
| | CAT/6 | CST | SABE/2 | CAHSEE | GSE | CELDT | |
| Presentation (continued) | | | | | | | |
| Noise buffers | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Turn pages for student | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Timing/Scheduling | | | | | | | |
| Extra time within a testing day | 2 | 1 | 2 | 1 | 2 | 1 | 1 |
| Test over more than one day (for test expected to be completed within one session) | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Breaks within a subtest (supervised) | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Administer at time most beneficial to student | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Setting | | | | | | | |
| Test individually (supervised) | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Test in small group | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Provide special lighting | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Use adaptive furniture | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Test in study corral/study enclosure | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Test at home or in hospital (administered by certificated teacher) | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Response | | | | | | | |
| Student marks responses in test booklet (adult transfers to answer document) | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |
| Indicate responses to a scribe for selected - response items | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |

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** See waiver policy for the California High School Exit Exam

Category 1 – Testing condition available to students who regularly use it in the classroom

Category 2 – Accommodation available only to students with documentation in IEP or 504 plan

Category 3 – Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

February 5, 2003



Special Education Accommodations/Modifications For California Statewide Assessments

| Accommodation/Modification | STAR | | | | | Physical Fitness | |
|--|----------------|----------------|----------------|----------------|----------------|------------------|----------------|
| | CAT/6 | GST | SABE/2 | CAHSEE | GSE | | CELDT |
| Response (continued) | | | | | | | |
| Indicate responses to a scribe for a writing test (student indicates all spelling and language conventions) | Not applicable | 2 | Not applicable | 2 | 2 | 2 | Not applicable |
| Indicate responses to a scribe for a writing test, (scribe provides spelling, grammar, and language conventions) | Not applicable | 3 | Not applicable | 3** | 3 | 3 | Not applicable |
| Use Of Aids Or Tools | | | | | | | |
| Use dictionary | 3 | 3 | 3 | 3** | 3 | 3 | Not applicable |
| Use word processing software with spell and grammar check tools turned off. | Not applicable | 2 | Not applicable | 2 | 2 | 2 | Not applicable |
| Use spellchecker, grammar checker, or word processing software that checks spelling and grammar. | Not applicable | 3 | Not applicable | 3** | 3 | 3 | Not applicable |
| Use assistive device that does not interfere with the independent work of the student | 2 | 2 | 2 | 2 | 2 | 2 | Not applicable |
| Use assistive device that interferes with the independent work of the student | 3 | 3 | 3 | 3** | 3 | 3 | Not applicable |
| Use calculator (programs disabled) | 3 | 3 | 3 | 3** | 3 | Not applicable | Not applicable |
| Use an arithmetic table | 3 | 3 | 3 | 3** | 3 | Not applicable | Not applicable |
| Use a marker or mask to maintain place | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Use colored overlay | 1 | 1 | 1 | 1 | 1 | 1 | Not applicable |
| Other | | | | | | | |
| Unlisted accommodation or modification | Check with CDE | Check with CDE |

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Category 2 – Accommodation available only to students with documentation in IEP or 504 plan

Category 3 – Modification (fundamentally alters what the test measures) available only to students with documentation in IEP or 504 plan

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Understanding CELDT Administration with Accommodations or Modifications

In California, students with disabilities who participate in the state assessment system are permitted to use accommodations/modifications during testing as determined by their Individual Educational Program (IEP) or 504 plan. The following describes the impact on a student's California English Language Test (CELDT) results when accommodations/modifications are used:

Accommodations

Accommodations, which are designated as '1' or '2' on the Special Education Accommodations/Modifications For California Statewide Assessments chart, do not alter the construct being measured by the CELDT. These accommodations, therefore, do not affect the calculation or interpretation of the CELDT scale scores.

Modifications

Modifications, which are designated as '3' on the Special Education Accommodations/Modifications For California Statewide Assessments chart, do alter the construct being measured by the CELDT. The student's Proficiency Level Report will indicate the student received the lowest possible scale score in each skill area in which modifications were used. The Proficiency Level Report will also have a note indicating the results should be interpreted with caution. Scale scores assigned to skill areas administered with modifications along with the overall scale score are invalid. The student's individual item responses along with their raw score will be provided in the electronic data file. It is this electronic data that should be interpreted by the IEP team.

More Information

For further information on interpreting tests administered with test variations, refer to the National Center on Educational Outcomes' policy posted at <<http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>>.



Alternate Assessment Participation Criteria

Eligibility for CELDT Alternate Assessment is based on a student’s Individualized Education Program (IEP) and is intended for students with severe disabilities whose instructional program reflects an emphasis on functional life skills (i.e. skills for daily living at home, work and in the community). To be eligible for participation in alternate assessment, the response to each of the statements below must be “Agree.” If the answer to any of these questions is “Disagree,” the IEP team should consider including the student in the state’s CELDT Assessment with accommodations.

Circle “Agree” or “Disagree” for each item:

- | | | |
|--------------|-----------------|--|
| Agree | Disagree | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments. |
| Agree | Disagree | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| Agree | Disagree | The student cannot address the performance level assessed in the statewide assessment, even with extensive accommodations. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on the amount of time the student is receiving special education services. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on excessive or extended absences. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on language, cultural, or economic differences. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on deafness/blindness, visual, auditory, and/or motor disabilities. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on achievement significantly lower than his or her same age peers. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on a specific categorical label. |
| Agree | Disagree | The decision for alternate assessment is an IEP team decision, rather than an administrative decision. |

IEP Team Decision: _____ is eligible for participation in an alternate assessment.

IEP Team Decision: _____ is **not** eligible for participation in an alternate assessment.



Alternate Assessment Instruments

The following English language proficiency instruments can be used to assess English proficiency of students with severe disabilities who cannot take California English Language Development Test (CELDT) even with accommodations or modifications. The Individual Education Program (IEP) team determines which students need an alternate and how they should be assessed.

One purpose of the CELDT is to measure English language proficiency of pupils to ensure appropriate instructional placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the required domains —i.e., listening, speaking, reading and writing. Therefore, more than one alternate assessment is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind. Districts may select an alternate assessment instrument not on this list. This list is not exhaustive nor does it constitute an endorsement by California Department of Education (CDE).

If a student has not taken the entire CELDT, the student report will indicate Beginning for any section that was not administered. It is the responsibility of the IEP Team to review the results of the alternate assessments and the CELDT to determine the student's actual level of English proficiency.

| Test Name | Purpose | Contact Organization | Phone Number |
|--|--|---------------------------------------|--------------|
| Alternate Language Proficiency Instrument (ALPI) <i>(formerly the SHLPI)</i> | Measures receptive and expressive language; grades K-12 | Orange County Department of Education | 714-966-4120 |
| Basic Inventory of Natural Languages (BINL) | Measure of oral language proficiency; grades K-12 | CHECpoint Systems, Inc. | 800-635-1235 |
| Brigance Diagnostic Assessment of Basic Skills | Determines if weaknesses are due to limited English proficiency or to a specific learning disability; grades K-6 | Curriculum Associates | 800-225-0248 |
| Language Proficiency Test (LPT) | Measures aural/oral, reading, and writing skills; grades 7-adult | Academic Therapy Publications | 415-883-3314 |
| Student Oral Language Observation Matrix (SOLOM) | Unstandardized, teacher rated oral language proficiency; grades K-12 | CDE, Standards and Assessment | 916-319-0333 |
| Student Oral Proficiency Rating | Measure of oral language ability; grades K-6 | Development Associates | 703-276-0677 |

Detailed information regarding these assessments can be found at the ERIC Clearinghouse on Assessment and Evaluation on the following Web site: <http://ericae.net/eaclalpha_t.htm>



Completion Checklist for Reviewing IEP/504 Plans

The checklist below will help determine if the accommodations are necessary and appropriate.

1. _____ The IEP/504 team made all decisions about test accommodations for this child.
2. _____ Each accommodation corresponds to an accommodation that is provided in the student's daily classroom instruction and testing.
3. _____ The decisions were made on the basis of individual needs.
4. _____ The decisions have been appropriately reviewed by the IEP/504 team, and continue to reflect current student needs.
5. _____ The decisions were made on the basis of standard criteria.
6. _____ The decisions regarding the accommodations were documented in the IEP/504 plan.
7. _____ The described accommodations are considered to be reasonable and do not alter the test construct.
8. _____ The described accommodations are considered to be reasonable and **DO** alter the test construct.
9. _____ Student's disabilities were severe enough to require alternate assessments.

Source: (adapted) CDE Special Education Work Group



Sample Individual Worksheet for Assessment Accommodations/Modifications

Name:

School Year:

Assessment:

Special Education Teacher:

Day/Time of Test:

Case Coordinator:

Building Administrator:

Assessment accommodations/modifications student needs for this assessment and date arranged:

- 1.
- 2.
- 3.
- 4.

Comments:

Person responsible for arranging accommodations/modifications and due date:

- 1.
- 2.
- 3.
- 4.

Comments:

Planners for This Process (Signatures/Dates):

Source: Testing Students With Disabilities, Martha L. Thurow, Judy L. Elliott, James E. Ysseldyke



Sample District Action Plan Worksheet for CELDT — Accommodations/Modifications*

District

| Activities | Person(s) Responsible | Format/Timeline | Needed Materials | When Accomplished |
|---|------------------------------|------------------------|-------------------------|--------------------------|
| District CELDT Coordinator | | | | |
| <ul style="list-style-type: none"> • Review ordering specifications/timeline/process from testing contractor. • Identify process for contacting testing contractor to respond to site questions/problems as they occur. • Schedule initial planning meeting with district special education/504 lead(s): <ul style="list-style-type: none"> - review CELDT requirements (who is to be tested, what can be used for accommodations/modifications, alternate assessments, etc.) - prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff - develop meeting schedule to maintain ongoing communication • Plan communications schedule to keep key stakeholders informed (CELDT administration, scoring, reporting, and uses): <ul style="list-style-type: none"> - site employees (certificated and non-certificated) - district management team (principals, directors, assistant superintendents, public information officer, superintendent) - school board members - parents (all grade levels) with and without students needing accommodations | | | | |



Sample District Action Plan Worksheet for CELDT – Accommodations/Modifications

District

| Activities | Person(s) Responsible | Format/Timeline | Needed Materials | When Accomplished |
|--|-----------------------|-----------------|------------------|-------------------|
| <ul style="list-style-type: none"> • Work with special education/504 lead(s) to prepare school and district information/training packet(s) for: <ul style="list-style-type: none"> - IEP/504 plan reviews - ordering process - preparing and providing for accommodations/modifications or alternate assessments during testing | | | | |
| <ul style="list-style-type: none"> • Include procedures and materials for assisting students with accommodations/modifications or alternate assessments in training sessions for CELDT testing administrators. | | | | |
| <ul style="list-style-type: none"> • Develop process to receive and respond to site accommodations requested by district special education/504 lead(s). | | | | |
| <ul style="list-style-type: none"> • Provide training for site personnel: <ul style="list-style-type: none"> - procedures for administering the CELDT - process and materials to respond to accommodations/modifications or alternate assessments needed | | | | |
| <ul style="list-style-type: none"> • Identify specific needs for providing required testing accommodations/modifications or alternate assessments with: <ul style="list-style-type: none"> - facilities manager(s) - site CELDT coordinator(s) - other district leadership | | | | |



Sample District Action Plan Worksheet for CELDT – Accommodations/Modifications

District

| Activities | Person(s) Responsible | Format/Timeline | Needed Materials | When Accomplished |
|---|-----------------------|-----------------|------------------|-------------------|
| <ul style="list-style-type: none"> Work with district special education/504 lead(s) to ensure accommodation/modification materials remain secure. | | | | |
| <ul style="list-style-type: none"> Maintain ongoing communications with district special education/504 lead(s) through regularly scheduled meetings. | | | | |
| <ul style="list-style-type: none"> Schedule a debriefing with district and site special education/504 lead(s) and site CELDT administrators. | | | | |



Sample District Action Plan Worksheet for CELDT — Accommodations/Modifications

District

| Activities | Person(s) Responsible | Format/ Timeline | Needed Materials | When Accomplished |
|---|-----------------------|---------------------|---------------------|----------------------|
| <p>Special Education/504 Leads*</p> <ul style="list-style-type: none"> • Develop process/timeline for reviewing current IEP/504 plans for accommodations and send them to sites for updating (see CELDT administrative regulations on accommodations). • Provide information/training session with site CELDT coordinator. • Receive from site special education leads complete list of special education or 504 students with accommodations needs reflected by current IEP. • Meet with district CELDT testing coordinator to outline plan for ensuring all students with testing accommodations specified in their IEP/504 plans have them for the CELDT. Identify facilities, equipment, and materials needs. • Prepare and schedule training for site CELDT testing and special education coordinators: <ul style="list-style-type: none"> - IEP process - accommodation identification - test administration for accommodations - monitor accommodations during testing - support efforts to maintain test security • Meet as scheduled with district CELDT testing coordinator to maintain communications and meet key deadlines. | | | | |



Sample Site Action Plan Worksheet for CELDT — Accommodations/Modifications

Site

| Activities | Person(s) Responsible | Format/ Timeline | Needed Materials | When Accomplished |
|--|--------------------------|---------------------|---------------------|----------------------|
| <p>Site CELDT Coordinator</p> <ul style="list-style-type: none"> • Participate in training session, provided by district CELDT coordinator <ul style="list-style-type: none"> - Review CELDT specifications, accommodations, and ordering process, timeline, and forms - Review role with site special education/504 lead(s) and determine process/timeline for preparing school summary of accommodation/modification or needs for alternate assessments • Prepare school summary of IEP/504 accommodation/modification or alternate assessment needs <ul style="list-style-type: none"> - Meet with site special education/504 lead(s) to review accommodation/modification or alternate assessment needs as identified in individual plans - Prepare a school summary of accommodations/modifications or alternate assessment planning Chart - Return completed summary to district CELDT coordinator | | | | |



Sample Site Action Plan Worksheet for CELDT – Accommodations/Modifications

Site

| Activities | Person(s) Responsible | Format/Timeline | Needed Materials | When Accomplished |
|---|-----------------------|-----------------|------------------|-------------------|
| <ul style="list-style-type: none"> Complete accommodation/modification arrangements for CELDT testing <ul style="list-style-type: none"> Review assessment accommodations/modifications or alternate assessment summary with site special education/504 lead(s) to determine special arrangements that will be needed Provide training for CELDT test administrators Coordinate site accommodations set-up activities | | | | |
| <ul style="list-style-type: none"> Coordinate test administration activities before, during, and after the site test dates <ul style="list-style-type: none"> Provide direction/assistance to test administrators Package all completed tests with accommodations/modifications as directed and return them to district CELDT coordinators Follow identified process for administering and scoring alternate assessments | | | | |
| <ul style="list-style-type: none"> Participate in test administration debriefing with district CELDT coordinator <ul style="list-style-type: none"> Summarize strengths in the planning and implementation process and areas that need improvement Attend debriefing sessions with district CELDT coordinator | | | | |



Sample Site Action Plan Worksheet for CELDT — Accommodations/Modifications

Site

| Activities | Person(s) Responsible | Format/ Timeline | Needed Materials | When Accomplished |
|---|--------------------------|---------------------|---------------------|----------------------|
| <ul style="list-style-type: none"> • Complete accommodation/modification arrangements for CELDT testing <ul style="list-style-type: none"> - Review assessment accommodations/modifications or alternate assessment summary with site special education/504 lead(s) to determine special arrangements that will be needed - Provide training for CELDT test administrators - Coordinate site accommodations set-up activities | | | | |
| <ul style="list-style-type: none"> • Coordinate test administration activities before, during, and after the site test dates <ul style="list-style-type: none"> - Provide direction/assistance to test administrators - Package all completed tests with accommodations/modifications as directed and return them to district CELDT coordinators - Follow identified process for administering and scoring alternate assessments | | | | |
| <ul style="list-style-type: none"> • Participate in test administration debriefing with district CELDT coordinator <ul style="list-style-type: none"> - Summarize strengths in the planning and implementation process and areas that need improvement - Attend debriefing sessions with district CELDT coordinator | | | | |



Sample Site Action Plan Worksheet for CELDT – Accommodations/Modifications

Site

| Activities | Person(s) Responsible | Format/Timeline | Needed Materials | When Accomplished |
|--|-----------------------|-----------------|------------------|-------------------|
| <p>Special Education/504 Leads</p> <ul style="list-style-type: none"> • Participate in training session, provided by district CELDT coordinator <ul style="list-style-type: none"> - Discuss site process for reviewing and updating IEP/504 plans - Outline plan for identifying accommodation/modification needs and working with site CELDT coordinator to complete school summary information • Schedule and complete IEP/504 team meetings <ul style="list-style-type: none"> - Identify and invite IEP/504 team participants - Conduct IEP/504 team meetings as scheduled • Work with CELDT coordinator to summarize accommodation/modifications or alternate assessment needs identified in the IEP/504 plans <ul style="list-style-type: none"> - Prepare school summary information for district CELDT Coordinator • Prepare strategies for providing assessment <ul style="list-style-type: none"> - Work with CELDT coordinator to: <ul style="list-style-type: none"> • address accommodation/modification issues related to testing logistics • develop an individual plan for providing assessment accommodation/modification or alternate assessments | | | | |



Sample Site Action Plan Worksheet for CELDT — Accommodations/Modifications

Site

| Activities | Person(s) Responsible | Format/Timeline | Needed Materials | When Accomplished |
|---|-----------------------|-----------------|------------------|-------------------|
| <ul style="list-style-type: none"> • Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction <ul style="list-style-type: none"> - Make classroom visits to ensure accommodations/modifications or alternate assessments identified by the IEP/504 plans are part of the classroom instruction - Discuss required accommodations/modifications to address testing needs with teachers and CELDT testing administrators | | | | |
| <ul style="list-style-type: none"> • Work with CELDT coordinator to complete accommodation/modification or alternate assessment arrangements for CELDT testing <ul style="list-style-type: none"> - Participate in training for CELDT testing administrators - Work with site CELDT coordinator to prepare accommodations set-up | | | | |
| <ul style="list-style-type: none"> • Complete documentation of accommodations/modifications for CELDT or alternate assessments used <ul style="list-style-type: none"> - Post use of testing accommodations/modifications for CELDT or alternate assessments with date on IEP/504 plans - Summarize strategies and areas that need improvement in planning/implementation process for future test administrations - Attend briefing with District Special Education Lead | | | | |



Sample Site Action Plan Worksheet for CELDT — Accommodations/Modifications

Site

| Activities | Person(s) Responsible | Format/ Timeline | Needed Materials | When Accomplished |
|---|--------------------------|---------------------|---------------------|----------------------|
| <ul style="list-style-type: none"> • Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction <ul style="list-style-type: none"> - Make classroom visits to ensure accommodations/modifications or alternate assessments identified by the IEP/504 plans are part of the classroom instruction - Discuss required accommodations/modifications to address testing needs with teachers and CELDT testing administrators | | | | |
| <ul style="list-style-type: none"> • Work with CELDT coordinator to complete accommodation/modification or alternate assessment arrangements for CELDT testing <ul style="list-style-type: none"> - Participate in training for CELDT testing administrators - Work with site CELDT coordinator to prepare accommodations set-up | | | | |
| <ul style="list-style-type: none"> • Complete documentation of accommodations/modifications for CELDT or alternate assessments used <ul style="list-style-type: none"> - Post use of testing accommodations/modifications for CELDT or alternate assessments with date on IEP/504 plans - Summarize strategies and areas that need improvement in planning/implementation process for future test administrations - Attend briefing with District Special Education Lead | | | | |

Some students with disabilities should take tests with *accommodations/modifications*. The purpose of accommodations/modifications is to help students with disabilities show what they know and can do.

A small number of students with severe disabilities will not be able to take the CELDT, even with accommodations/modifications. Alternate testing is needed to include these students in the program.

Are all accommodations/modifications that are used during instruction allowed for testing?

Accommodations/modifications used in testing should not give students with disabilities an unfair advantage. For example, it may not be appropriate to read a reading test or to have a scribe write the writing test for a student. An accommodation/modification should be considered for testing if it:

- Is based on the student's need
- Is already provided in the student's instruction

- Does not give an unfair advantage, and
- Does not change the nature of what is being tested.

Who decides whether accommodations/modifications are used, and if so, which one's?

Persons familiar with the CELDT and the student should make decisions about accommodations/modifications. The individualized education program (IEP) team made up of parents, the classroom teacher, the program or school administrator, and specialists should make these decisions.

For more information about test accommodations/modifications...

For more information, contact your student's teacher, counselor, or principal. California's guidelines for accommodations are on web: <http://www.cde.ca.gov/statetests/celdt/resources.html>

California English Language Development Test

Guide for Parents of Children with Disabilities

Prepared by
Standards and Assessment Division
California Department of Education

February 2003

What is the California English Language Development Test?

Federal and state laws require the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

Why is the CELDT given?

The CELDT is given to show teachers how proficient a student is in English. The CELDT also tells teachers about student progress in learning English.

Hasn't my student been tested enough already?

Some testing is done to see whether your student requires special instructions. Ongoing testing is needed to continue meeting your student's educational needs.

How can more testing help my student?

Teachers use tests to plan instruction for your student. Without test results, teachers have less information to help make decisions.

Doesn't testing take time away from instruction?

The time used for testing can result in better teaching. Test results help teachers decide whether students are learning what they need to succeed. With test results, teachers can provide instruction that addresses identified needs.

What is statewide testing?

The state requires CELDT testing. The CELDT program requires that all new students with a home language other than English and all English learners take the CELDT every year. This test has several uses:

▶ To identify students who are English language learners

▶ To determine the level of English language proficiency of students who are limited English proficient

▶ To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking and writing in English

Why should my student take part in the test?

If your student does not take the test, teachers will not receive scores for your student. Without test results, teachers are less able to make good decisions about the instruction that your student needs.

My student has a disability. Won't my student be at a disadvantage?

Students with disabilities should be included in CELDT testing. Many students with disabilities can take tests under the same conditions as their non-disabled classmates who are not disabled.

